

**HISTORY-SOCIAL SCIENCE**  
**Subset of the California Content Standards**  
**For Students with Significant Disabilities**

**CIVICS**

**Descriptive Statement:** The fundamentals of democratic citizenship including an understanding of personal/social rights and responsibilities should be included in students' education. Students need to learn to respect the property of others and how to maintain personal property. Students need to demonstrate democratic principles of community life including participating in making and following group rules, sharing, turn taking, expressing opinions and making decisions. Students can learn democratic citizenship while they are engaging in activities related to the humanities or through activities of daily living.

<b>H/SS Standard 1</b> Civics First Grade – 1.1.2 CAPA Levels 1-5	<b>Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule”</b>
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**Functional Performance Indicators: (Fair Play and Good Sportsmanship)**

1. Control physical responses when angered
2. Initiate and respond to greetings and farewells
3. Use “thank you”, you are welcome”, or “please”
4. Apologize for intentional/unintentional behavior
5. Refrain from taunting, teasing or otherwise encouraging offensive peer behavior (e.g., yelling, name calling, sticking out tongue)
6. Play a simple game following rules

**Functional Performance Indicators: (Respect for the rights and opinions of others)**

1. Identify own property; distinguish from others
2. Appropriately defend ownership of own possessions
3. Treat others property with care
4. Accept criticism without emotional outburst
5. Touch others in a proper manner
6. Maintain appropriate social distance when speaking to another
7. Remain quiet when others are talking
8. Pause to allow others to speak
9. Initiate topics in conversation appropriate for place, role, social situation
10. Initiate a compromise to resolve conflict with peer

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**Functional Performance Indicators: (Respect for the rules by which we live)**

1. Follow direction
2. Express feelings in an appropriate manner
3. Raise hand to gain attention in classroom setting
4. Say “excuse me” before interrupting
5. Wait to be acknowledged verbally or by gesture before speaking
6. Speak using appropriate volume in different situations
7. Adjust behavior to fit rules and routines of different situations
8. Act upon helpful criticism presented by authority
9. Express or demonstrate thought, actions, concern or sympathy for others who are sick, hurt or emotionally upset, etc.

<b>H/SS Standard 2</b> Civics Kindergarten – K.1.1 CAPA Levels 1-5	<b>Follow rules, such as sharing and taking turns, and know the consequences of breaking them</b>
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**Functional Performance Indicators**

1. Play/work with another person in close proximity
2. Trade materials with another person
3. Share materials with an adult
4. Share materials with a peer
5. Take turns with an adult
6. Take turns with a peer
7. Take turns in an activity involving a group (e.g., blocks, trucks, cards, board game, collating, packaging)
8. Ask before using possessions of others
9. Play/work cooperatively with another
10. Comply with rules in the classroom, school, community and workplace
11. Identify consequence(s) of breaking rules
12. Accept consequence(s) of breaking rules

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<b>H/SS Standard 3</b> Civics Third Grade – 3.4.2 CAPA Levels 2-5	<b>Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community and in civic life</b>
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**Functional Performance Indicators:**

1. Carry out requests
2. Complete assigned tasks
3. Gather needed materials for task
4. Follow/plan daily activities using lists/schedules (e.g., words or pictures)
5. Put away materials when finished
6. Return borrowed items
7. Attempt to solve minor problems independently (e.g., look for dropped object, try to operate new toys)
8. Play a group game following rules
9. Volunteer to help with task(s)
10. Follow school/worksite rules
11. Follow community/social rules
12. Take part in a class vote/survey

<b>H/SS Standard 4</b> Civics Kindergarten–K.2 CAPA Levels 2-5	<b>Recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty</b>
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**Functional Performance Indicators:**

1. Identify the USA flag
2. Identify the California flag
3. Identify national symbols
4. Identify national monuments

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<b>H/SS Standard 5</b> Civics First Grade – 1.3.1 CAPA Levels 1-5	<b>Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ‘Tis of Thee”)</b>
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**Functional Performance Indicators:**

1. Orient toward the flag during the Pledge of Allegiance/National Anthem
2. Stand/attend during the Pledge of Allegiance/National Anthem
3. Put hand over heart during Pledge of Allegiance/National Anthem
4. Recite the Pledge of Allegiance
5. Choose a patriotic song to sing or to listen to

<b>H/SS Standard 6</b> Civics Kindergarten – K.1.2 CAPA Levels 3-5	<b>Learn examples of honesty, courage, determination, individual responsibility and patriotism in American and world history from stories and folklore</b>
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**Functional Performance Indicators:**

1. Identify common heroes from American and world history
2. Answer questions about American folklore heroes after listening to stories about them

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**ECONOMICS**

**Descriptive Statement:** Students need to understand that we live in an economic system where people work to make money and provide services. There are many occupations and roles in various fields that fulfill this need. Students need to learn to use and manage money effectively. They need to learn how the world of work affects their daily lives.

<b>H/SS Standard 7</b> Economics First Grade – 1.6.1 CAPA Levels 1-5	<b>Understand the concept of exchange and the use of money to purchase goods and services</b>
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**Functional Performance Indicators:**

1. Exchange token for desired item
2. Hand money to cashier during purchase
3. Carry money securely
4. Use vending machine
5. Use “dollar-over” method to pay for a purchase
6. Wait for change
7. Request money for purchase
8. Save money for future purchases
9. Use pay phone
10. Request receipts from purchase
11. Find and use discount coupons
12. Compare prices in order to make purchase decision
13. Make simple budget
14. Write check to make purchase/pay a bill

<b>H/SS Standard 8</b> Economics Kindergarten –K.3 CAPA Levels 2-5	<b>Match simple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts</b>
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**Functional Performance Indicators:**

1. Match pictures/labels of people to the jobs they do in the classroom
2. Match pictures/labels of people to the jobs they do in school
3. Match pictures/labels of people to the jobs they do in the community
4. Identify the tools that a person uses for a particular occupation or job

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<b>H/SS Standard 9</b> Economics First Grade – 1.6.2 CAPA Levels 4-5	<b>Identify the specialized work that people do to manufacture, transport and market goods and services and the contributions of those who work in the home</b>
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**Functional Performance Indicators:**

1. Identify skills needed for a specific job in the home or community
2. Determine tools or equipment needed for a specific job in the home or community
3. Research the duties/tasks of a specific job in the home or community
4. Role play job activities of various occupations

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**GEOGRAPHY**

**Descriptive Statement:** The ability to develop geographical understanding and spatial knowledge to remember and locate key places in one's environment is an important life skill. Students need to acquire the ability to plan, navigate and arrive at designated locations within school, home and community using graphic tools such as maps and/or following directions. They also need to learn to communicate information about their place of residence and to be able to give others directions to specific locations.

<b>H/SS Standard 10</b> Geography Kindergarten – K.4.5 CAPA Levels 1-5	<b>Demonstrate familiarity with the school's layout, environs and the jobs people do there</b>
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**Functional Performance Indicators:**

1. Identify school personnel (e.g., principal, custodian, secretary, nurse)
2. Identify a specific location in own classroom
3. Identify own classroom within the school building
4. Identify school landmarks/locations (e.g., cafeteria, restrooms, office, etc.)
5. Travel from class to class according to schedule
6. Run errands within the school

<b>H/SS Standard 11</b> Geography Kindergarten – K.4.1 CAPA Levels 2-5	<b>Determine the relative locations of objects using the terms near/far, left/right and behind/in front</b>
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**Functional Performance Indicators:**

1. Place objects in relation to others according to instructions
2. Answer questions about the position of an object in relation to another
3. Locate objects in relation to other objects
4. Identify objects by their relative location

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<b>H/SS Standard 12</b> Geography Kindergarten – K.4.3 CAPA Levels 2-5	<b>Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities)</b>
<b>H/SS Standard 13</b> Geography Kindergarten – K.4.4 CAPA Levels 4-5	<b>Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship and transportation lines</b>

**Functional Performance Indicators:**

1. Identify common traffic signs/symbols
2. Comply with traffic signs/symbols in the community
3. Choose and follow bus schedule for a local trip
4. Identify community landmarks
5. Locate a geographical landmark on a map (e.g., body of water, road, mountains)
6. Explain the meaning of symbols in a map key
7. Construct a model/map of own house/school/neighborhood
8. Make a map of route from one point to another

<b>H/SS Standard 14</b> Geography First Grade – 1.2.4 CAPA Levels 2-5	<b>Describe how location, weather and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation and recreation</b>
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**Functional Performance Indicators:**

1. Chart or state weather conditions
2. Identify locally grown food items
3. Identify recreational activities for particular locales (e.g., surfing at the beach, skiing in the mountains, etc.)
4. Match suitable clothing to a particular weather condition
5. Dress in suitable clothing appropriate to weather
6. Seek appropriate shelter/protection for weather condition (e.g., shade, roof)



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**HISTORY**

**Descriptive Statement:** Learning about historical events through the humanities is a way to enhance cognitive skills as well as an appreciation of history. A linear sense of time is important on a daily basis to organize and predict activities. It also allows students to mark important events and sequence them in correct order. Students can learn that their lives work through a past, present and future and that this order is the framework for organizing activities in their lives.

<b>H/SS Standard 15</b> History Kindergarten – K.5 CAPA Levels 2-5	<b>Put events in temporal order using a calendar, placing days, weeks and months in proper order</b>
<b>H/SS Standard 16</b> History Second Grade – 2.1.3 CAPA Levels 4-5	<b>Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard)</b>

**Functional Performance Indicators:**

1. Follow a list/schedule of activities (e.g., words or pictures)
2. Sequence daily activities
3. Upon arrival, proceed with daily routine (e.g., hang coat, get work materials)
4. Complete tasks in assigned order
5. Plan daily activities using lists/schedules (e.g., words or pictures)
6. Identify days of the week in proper order
7. Identify months of the year in proper order
8. Demonstrate understanding of “today”, “tomorrow”, “yesterday”
9. Answers questions about important personal dates (e.g., birthdate, work history, school history, etc.)
10. Describe events of past/future experience in logical, sequential order
11. Complete a simple timeline or storyboard about events in his/her life

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<b>H/SS Standard 17</b> History Kindergarten – K.6.1 CAPA Levels 4-5	<b>Identify the purposes of and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthday, Martin Luther King)</b>
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**Functional Performance Indicators:**

1. Identify a picture of a person associated with a holiday or event (e.g., George Washington/Washington's birthday)
2. Match a holiday/traditional symbol with the holiday
3. Answer questions about a holiday or tradition